

*By the end of this unit you will become filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating your message to lobbyists who will decide whether or not to help raise awareness of this issue. You will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. You will also be given the option of researching their own societal issue as long as the topic is cleared with me first. Leading up to this major assignment, we will participate in many lessons to develop your understanding of industrialization and it's effect on local communities. These lessons will include illustrating world maps, producing examples what what effects CO2 levels, comparing sea-levels during pre-industrial and post-industrial Earth, creating media that considers how refugees impact cultural changes in the environment they move to, and creating media-rich presentations about how geographic processes might affect far-racing communities.*

MBHS

RSU 9

Tyler Brown

Social/cultural change, Political border reformation, geographical evolution

9-Diploma

Social Studies/Geography

Maine Learning Results

* *Describe environmental effects of societal changes*
* *Illustrate political and physical world maps*
* *Compare sea levels of pre-industrial and post-industrial earth*
* *Produce examples of what affects CO2 levels*
* *Consider how refugees impact cultural changes in the environment they migrate to*
* *Be aware of geographic processes and their effect on far-reaching communities.*

***Key Terms****- culture, society, climate, climate change*

***Key Concepts****- country/capital info, map interpretation, geographical evolution*

***Key Events****- political border reformation, historical geography, social/cultural change.*

*Maine Learning Results  
Content Area: Social Studies  
Standard: D. Geography  
Standard: D1 Geographic Knowledge, concepts, themes, and patterns  
Grade Level Span: 9-Diploma  
Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.*

*How might geographic processes in the Sahara affect ocean communities in the Caribbean?*

*How have humans contributed to the rise in CO2 levels over the past 5,000 years?*

*Why do societal changes impact the physical and cultural environment?*

*Geographic processes in local communities may have Global Impacts.*

*The study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.*

*Societal changes impact the physical and cultural environment.*

* *•* ***I-Movie:*** *Produce a video of how industrialization has negatively effected a local community  
  •* ***Google Earth/Draw Tool:*** *Draw maps of different regions that include political and physical features  
  •* ***Google Docs:*** *Research report on how rising sea levels has affected a local community since industrialization  
  •* ***Glogster:*** *Create a interactive poster about how to counter-act rising CO2 levels  
  •* ***Comic Life:*** *Create a comic life about the impact of Somialian migration to areas in Maine like Lewiston and Portland  
  •* ***Presi:*** *Be aware of geographic processes and their effect on far-reaching communities.*

***Pre-assessment:*** *Will be delivered with choices that appeal to MI’s*

***Checking for Understanding:*** *Word sort, quick write, timed pair share, handprint, 4-3-2-1 scoring scale, example/non-example*

***Timely Feedback:*** *Self, Peer, Teacher.*

***Goal:*** *To create a short film about how industrialization has negatively affected a local community.*

***Role:*** *A filmmaker*

***Audience:*** *lobbyists who can help impact change in the local community.*

***Situation:*** *You decide what example of industrial/local community impact you will report on based off of topics we have discussed over the course of the unit. If a unique example is desired, the topic will be cleared with me first.*

***Product:*** *You will create a video detailing the negative effects of industrialization in a certain community in order to create support to help a real local community.*

***Standards:*** *Video Standards- Teamwork, Concept, Content, Audio, Visual, Outline.*

*Oral Presentation Standards- Respect, Preparedness, Stays on Topic, Time Limit, Delivery, Enthusiasm*

Culture, Society, political map, physical map, country/capital info, geographical evolution, social/cultural change

Geography/Social Studies

*Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.*

• geographic processes in local communities may have global impacts.  
• the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.  
• societal changes impact the physical and cultural environment.

*You are becoming filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating their message to PBS''s board of directors who will decide whether or not to help raise awareness of this issue. Students will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. Students will also be given the option of researching their own societal issue as long as the topic is cleared with me first. They will also understand the standards by which they will be graded when they receive a rubric detailing the main points of focus.*

1. *Content*
2. *Concept*
3. *Teamwork*
4. *Audio*
5. *Visual*
6. *Outline*
7. *Respect*
8. *Preparedness*
9. *Stays on Topic*
10. *Time-Limit*
11. *Delivery*
12. *Enthusiasm*

***Oral Presentation***

***I-Movie***

***By what criteria will student products/performances be evaluated?***